

Name _____ Date _____ Teacher _____

Grade 4 Module 5 Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 5: Mid-Module Assessment							
Domain		Standards					
Question	Number and Operations – Fractions	4.NF.1	4.NF.2	4.NF.3a	4.NF.3b	4.NF.3d	4.NF.4a
1	1 2 3 4			X	X		X
2	1 2 3 4	X					
3	1 2 3 4	X					
4	1 2 3 4		X				
5	1 2 3 4			X			
6	1 2 3 4	X	X	X	X	X	X

Domain Score	Number and Operations – Fractions	
Total Points		
Level	4	21-24 points
	3	15-20 points
	2	9-14 points
	1	6-8 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 5 Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

Extend understanding of fraction equivalence and ordering.

- 4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- 4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations of whole numbers.

- 4.NF.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- 4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*